

# ..... The Multiple Intelligences Test

On the following page you will find the Multiple Intelligences Test (MIT). The test is designed to be taken twice, first as a forced-choice measurement instrument, and second as a free-choice measure. This produces two scores: Score 1 (Forced-Choice), and Score 2 (Free-Choice). After taking the test both ways, you will plot your scores on My MI Profile. Read the MIT instructions, then take the test. We will interpret the results after the test.

## MIT Instructions

### Step 1. Take the MIT Forced-Choice

The first time you take the MIT you are to choose one alternative for each item, the alternative which is most true of you. For example, read the first item: "For recreation, you like to..." Then, read the alternatives. Place a check mark (✓) in the small box in the upper right hand corner of the alternative that describes you best. If you cannot decide between two alternatives, choose the one you have done most recently. Remember, **✓ just one alternative per row**. When you finish, you will have ten check marks — one for each item.

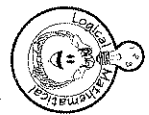
*Stop! Do not read further. Take the MIT now. When you are finished, go on to step two.*

### Step 2. Take the MIT Free-Choice

You have taken the MIT once, as a forced-choice test. Now you will take it again, as a free-choice test. This time you will select each alternative that is true for you. For example, read the first item: "For recreation, you like to..." Then place an **X** in the small box in the lower left hand corner of the same alternative you **✓** in step one. You know this alternative describes you. This time, also **X** all the other alternatives that generally describe you. In some cases, you may even **X** all alternatives if they all fit. Be sure, though, not to put an **X** if you have only done something once or twice, or only thought about doing something. An **X** in the box means the alternative is something you do repeatedly. Remember, **X each alternative which is true for you**.

*Stop! Do not read further. Take the MIT for the second time now. When you are done, read the instructions for scoring the test.*

# The MIT



Multiple Intelligences Test		Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmic	Bodily/ Kinesthetic	Naturalist	Interpersonal	Intrapersonal
1	For recreation, you like to...	Read, write, play word games	Play logic games	Paint, draw, go to a gallery	Play an instrument, sing, listen to music	Be active, play sports, dance	Garden, attend to pets	Be with friends, family, teammates	Spend quality alone time
2	To memorize facts, you...	Create a phrase or saying	Make a logical sequence	Visualize the answer or draw it	Create a rhyme or song	Associate them with a gesture or movement	Use nature analogies	Work with a partner	Relate the facts to personal experience
3	If something breaks or won't work, you...	Read the instruction book	Examine the pieces to figure how it works	Study the diagram	Snap, tap your fingers, hum, or whistle while trying to fix it	Tinker with the parts	Examine the parts carefully	Work with someone to fix it	Weigh if it's worth fixing, fix it yourself
4	For a team presentation, you...	Write the lines	Analyze the data, present the statistics	Create the visual aids	Put words to a tune	Create movement, action	Choose a nature topic	Lead the presentation, coordinate efforts	Work alone on your part
5	In conflict, you...	Use a clever saying to make your point	Devise a winning strategy	Picture a solution	Look for a "harmonic" solution	Move, gesture	Study relations among parties	Mediate, look for amicable solution	Get away from others
6	To make the next board game move, you...	Talk yourself through the move	Weigh the consequences of each move	Visualize what the next move will look like	Keep with the rhythm of the game	"Try out" a number of moves	Think in terms of predator and prey	Analyze motives of others	Make the move that feels right
7	You like games if you can...	Talk, use your linguistic skills	Use math, analyze the possibilities	Picture the moves, draw	Have music playing	Be active, use fine motor skills	Play outside	Play with others	Play solitaire, decide your moves alone
8	To add to your portfolio, you...	Write an essay	Include math, logic	Create a picture or graphic organizer	Write or record a song or tune	Act on a video, or perform	Work with plants or animals	Perform with others	Write a private journal or evaluation
9	For a present, you like a...	A book or magazine	Logic games, logic puzzles	Art, art supplies, jigsaw puzzle	Music, concert tickets	Sports equipment	A pet, flowers, outdoor gear	Big party	Journal or diary
10	During free time, you like to...	Read or write	Solve problems	Draw, paint, make models	Listen to music, play music, sing	Work with your hands	Enjoy nature	Spend time with friends, socialize	Be alone
Top Right (✓) SCORE 1: Forced-Choice The Most True Alternative									
Bottom Left (X) SCORE 2: Free-Choice All True Alternatives									

## Score the MIT

At the bottom of the MIT are rows for Score 1 and Score 2. To produce Score 1, simply sum the check marks ✓ in the upper right hand corners of the alternatives in each column, and place the sum in the row for Score 1. To produce Score 2, sum the X marks in the lower left hand corners of the alternatives in each column, and place the sum in the row for Score 2. See sample test on page 18.6 for an example.

## Graphing Your MIT Scores

### Step 1. Make a Bar Graph of Score 1

To make a bar graph representing your Score 1, forced-choice score, fill in the number of squares on the bar graph corresponding to your score for each intelligence. Use the bar graph on the My MI Profile, page 18.5. For example, if you scored two for the verbal/linguistic intelligence, you would fill in two squares. See sample on page 18.7.

### Step 2. Make a Pie Graph of Score 1

Use the bar graph to fill in the pie graph representing your Score 1, forced-choice score. Continuing with our example, we would fill in two slices of the pie corresponding to the score of two for the verbal/linguistic intelligence. Label the two segments, "verbal/linguistic." Use a different color or shade representing each intelligence for your pie graph. If you did not have a check mark in a column of the MIT, simply fill in no boxes in that column of the graph and no segments of the pie for that intelligence. See sample on page 18.7

### Step 3. Make a Line Graph of Score 2

Score 2, your free-choice score, is graphed only as a line graph. Draw a dot in the middle of the column of the bar graph for each intelligence corresponding to your Score 2. For example, if you scored three on the verbal/linguistic intelligence, you would draw a dot in the middle of the verbal/linguistic column, on line 3. When you have placed all the dots, connect them to form a line graph. See sample graph on page 18.7.

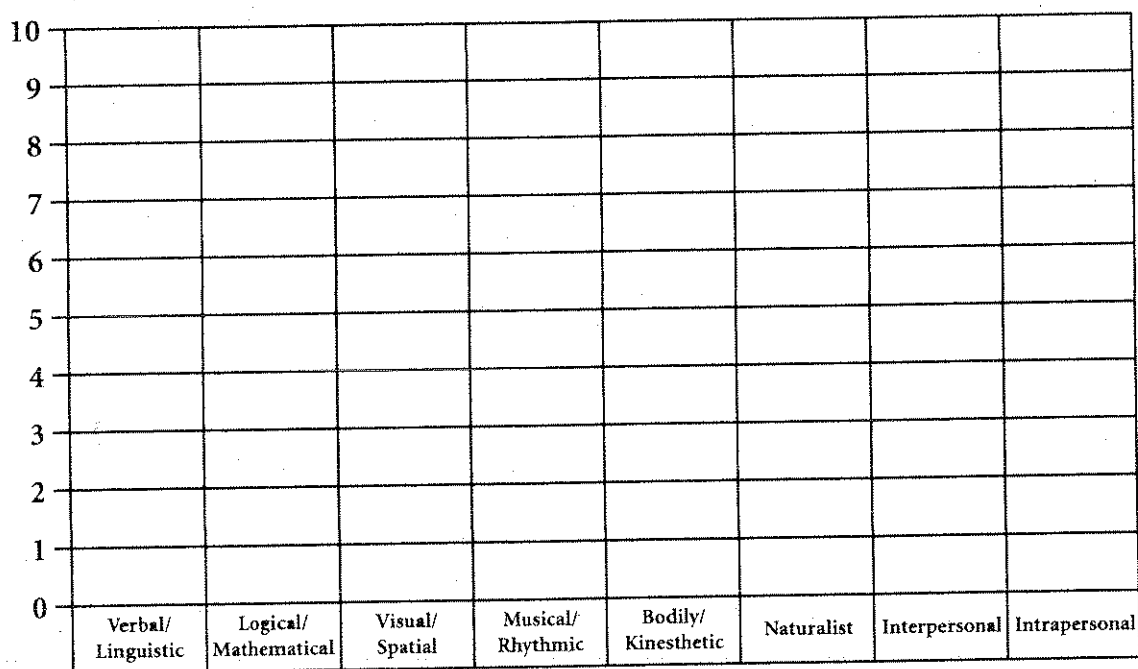
### Step 4. Analyze Your Profile

Study the line graph and the bar graph. Do they paint the same picture. Where are they the most similar? Where are they the most different? Which administration format, the forced-choice or the free-choice, better represents your pattern of intelligences?

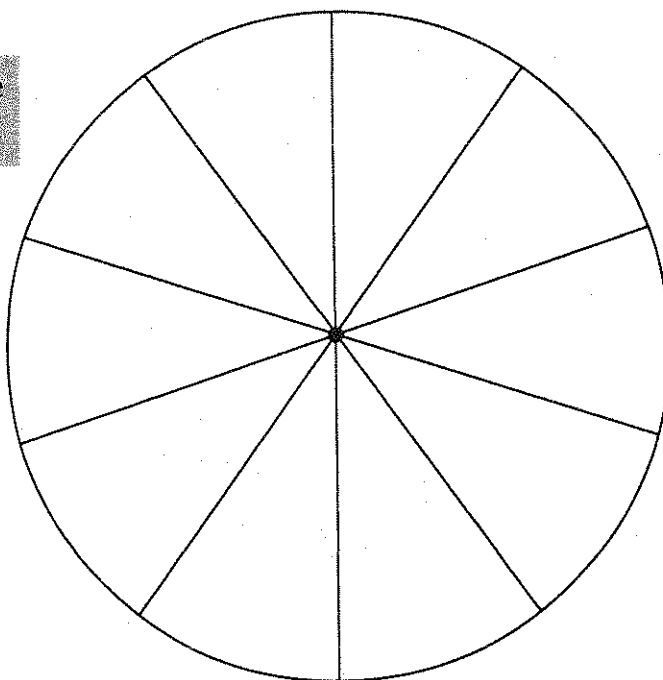
# My MI Profile

Follow the directions to create a bar, pie, and line graph of your Multiple Intelligences Test (MIT).

## Score 1, Forced-Choice Bar Graph & Score 2, Free-Choice Line Graph



## Score 1, Forced-Choice Pie Graph



**The MIT**  
**SAMPLE**

[illegible]

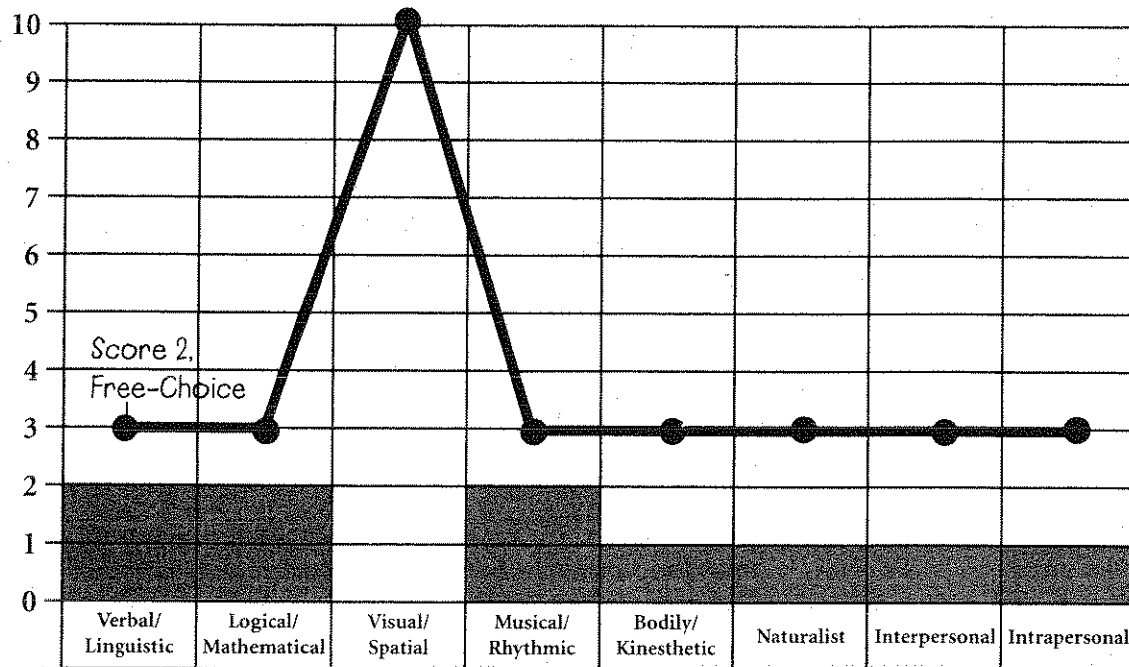


**SAMPLE**

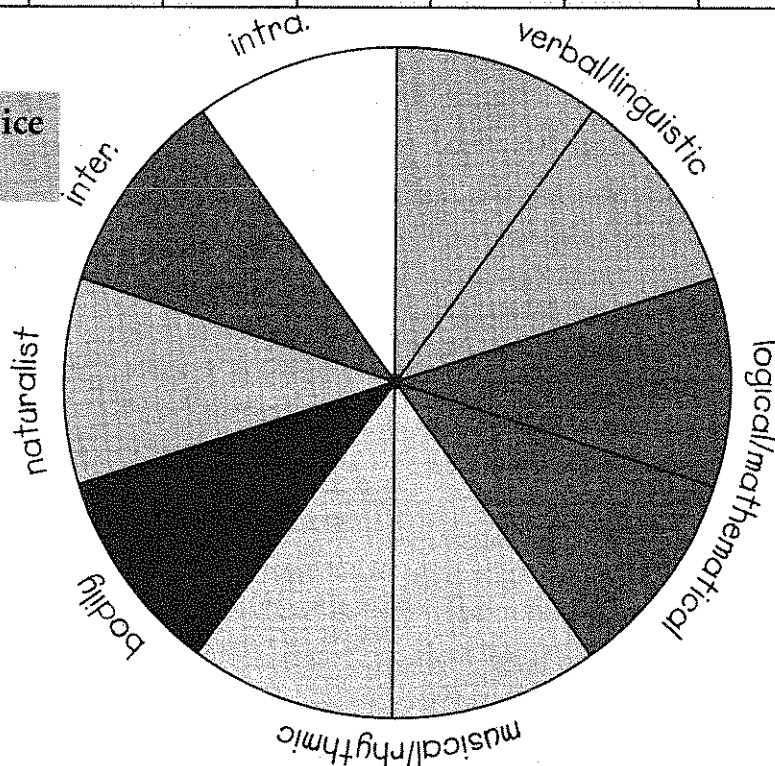
# My MI Profile

Follow the directions to create a bar, pie, and line graph of your Multiple Intelligences Test (MIT).

**Score 1, Forced-Choice Bar Graph & Score 2, Free-Choice Line Graph**



**Score 1, Forced-Choice Pie Graph**



## Interpretation of the MIT

Read the following comments only after you have scored and graphed your MIT.

We have administered the MIT test to thousands of teachers. In every group (but not for every individual) there are very large differences in the results when administered as a forced-choice measurement instrument as opposed to a free-choice measurement. In every group, far more people feel the free-choice format provides a more accurate picture of their pattern of intelligences, but there are exceptions.

It is not a mystery why the free-choice administration format generally produces a more accurate picture. In a forced choice situation, something which is very attractive may not be selected because something even more attractive is available. In a free-choice situation, all the attractive alternatives are selected, painting a more representative picture. Consider for a moment the scores of an imaginary individual, who always picked the visual/spatial alternative in the free-choice format, but never did so in the forced-choice format. In the forced-choice format, the strong visual/spatial orientation was not revealed because something was always just a bit more attractive. Look at his scores. See the Sample MI Test and the Sample My MI Profile on pages 18.6 and 18.7. The free-choice format revealed visual/spatial to be the strongest intelligence; the forced-choice format revealed it to be the weakest!

That the same test administered in two ways usually produces very discrepant results should be a warning. All forced-choice measures introduce artifacts.

But we cannot trust the free choice results either. By manipulating the attractiveness of the questions in the boxes of the MIT Test, we could easily make any of the intelligences appear much stronger or much weaker. This illustrates an important point: Results of any assessment technique are partially a function of the underlying construct we hope to measure, but partially a function of error variance, some of which is created by the items of the test and some of which is created by the way in which the test is administered. By choosing different questions or a different way of administering the test we can produce very different results.

**Any one measure of multiple intelligences will give us a different answer than any other measure! We cannot trust any of the many available multiple intelligences tests to be valid!**

Why is this important? It means that any one measure of multiple intelligences will give us a different answer than any other measure! We cannot trust any of the many available multiple intelligences tests to be valid! No existing test of multiple intelligence has gone through the very extensive process of construct validation. See Chapter 17: Are Valid MI Tests Possible? Putting a bunch of questions on a piece of paper is not valid test construction. We should not take the available tests of multiple intelligence as more than what they are — questions on a piece of paper. They are not a reliable basis for changing curriculum or instruction for students.

We believe no valid measures of the MI theory intelligences exist, and that even if

they existed, they should not be used for differential treatment of students. And it is questionable whether valid measures of multiple intelligence can ever be created — the intelligences are that complex. See Chapter 17: Are Valid MI Tests Possible?

People are generally quite surprised to find the forced-choice and free-choice administration formats of the same exact questions can give quite different results. It is an important principle of test construction. Applying this principle to natural observation, we find that many of our own natural observations of our students do not allow us to accurately assess their true pattern of intelligences. Imagine for a moment that we set up two learning centers — one for reading and the other for the visual arts. Johnny always chooses the art center. We are inclined to conclude Johnny is high in the visual/spatial intelligence. Wrong. In fact, Johnny's preference has nothing to do with his ability. Johnny likes to paint, more than he likes to read even though he is far more skilled in reading than painting.

Susie always chooses the art center. We think she is high in the visual/spatial intelligence. Wrong. Her choice is not even a reflection of a preference for visual/spatial tasks. In fact, Susie hates painting — she chooses the visual/spatial center only because she hates reading more! A forced-choice assessment procedure has created an artifact.

Peter also chooses the visual/spatial center. But he could care less about painting. He is neither skilled in painting nor has a preference for visual/spatial tasks. He is attracted to Susie!

Johnny chooses the same center. He loves painting and is quite skilled in it. Can we conclude he is strong in the visual/spatial intelligence? Not at all. When we test him, we find he has the poorest sense of direction in the class! Skill or preference for one facet of an intelligence tells us little or nothing about skills and preferences for other important facets of the same intelligence.

These examples could be multiplied at length and are offered to give us pause, and a bit of humility, before concluding anything about the intelligences of our students.

## ..... The Facet Tests

Every intelligence in MI theory is a broad category encompassing many skills or facets.

On the following pages, you will find eight Facet Tests, one for each intelligence. Read the instructions and take the tests now. When done, we'll interpret the results.

### Facet Tests Instructions

Circle a number from 1 to 10 corresponding to the strength of each skill for you. If you are not certain of what an item means, simply skip it. It is not critical that you score every item.

***Stop! Do not read further. Take the Facet Tests now. When you are finished, continue on to the interpretation of the Facet Tests.***



MI Facet Test 1

# Assess Your Verbal/Linguistic Skills



**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Grammar	1	2	3	4	5	6	7	8	9	10
Descriptive Writing	1	2	3	4	5	6	7	8	9	10
Persuasive Writing	1	2	3	4	5	6	7	8	9	10
Creative Writing	1	2	3	4	5	6	7	8	9	10

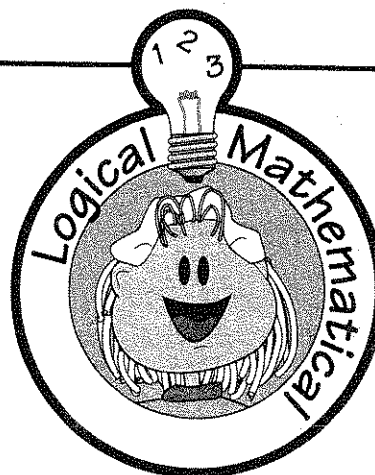
Spelling	1	2	3	4	5	6	7	8	9	10
Creating Poetry	1	2	3	4	5	6	7	8	9	10
Appreciation of Poetry	1	2	3	4	5	6	7	8	9	10
Appreciation of Literature	1	2	3	4	5	6	7	8	9	10

Reading Comprehension	1	2	3	4	5	6	7	8	9	10
Reading Speed	1	2	3	4	5	6	7	8	9	10
Vocabulary	1	2	3	4	5	6	7	8	9	10
Storytelling	1	2	3	4	5	6	7	8	9	10

Second Language Acquisition	1	2	3	4	5	6	7	8	9	10
Debate	1	2	3	4	5	6	7	8	9	10
Conversational Skills	1	2	3	4	5	6	7	8	9	10
Public Speaking	1	2	3	4	5	6	7	8	9	10

## MI Facet Test 2

# Assess Your Logical/ Mathematical Skills



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**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Addition, Subtraction	1	2	3	4	5	6	7	8	9	10
Algebra	1	2	3	4	5	6	7	8	9	10
Geometry	1	2	3	4	5	6	7	8	9	10
Computer Programming	1	2	3	4	5	6	7	8	9	10

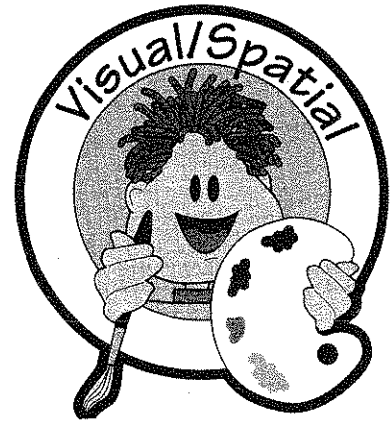
Recognizing Similarities & Differences	1	2	3	4	5	6	7	8	9	10
Recognizing Patterns or Trends	1	2	3	4	5	6	7	8	9	10
Organizing, Categorizing Information	1	2	3	4	5	6	7	8	9	10
Sequencing	1	2	3	4	5	6	7	8	9	10

Evaluating Theories, Explanations	1	2	3	4	5	6	7	8	9	10
Seeking, Providing Explanations	1	2	3	4	5	6	7	8	9	10
Using Abstract Symbols	1	2	3	4	5	6	7	8	9	10
Estimating, Predicting	1	2	3	4	5	6	7	8	9	10

Accounting	1	2	3	4	5	6	7	8	9	10
Deductive/Inductive Reasoning	1	2	3	4	5	6	7	8	9	10
Analyzing Data	1	2	3	4	5	6	7	8	9	10
Determining Cause & Effect	1	2	3	4	5	6	7	8	9	10

MI Facet Test 3

# Assess Your Visual/Spatial Skills



**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Creating Mental Maps	1	2	3	4	5	6	7	8	9	10
Forming Mental Images	1	2	3	4	5	6	7	8	9	10
Rotating Figures Mentally	1	2	3	4	5	6	7	8	9	10
Reading Maps	1	2	3	4	5	6	7	8	9	10
Memory for Spatial Details	1	2	3	4	5	6	7	8	9	10
Estimating Distance	1	2	3	4	5	6	7	8	9	10
Page Layout/Graphic Design	1	2	3	4	5	6	7	8	9	10
Appreciation of Visual Art	1	2	3	4	5	6	7	8	9	10
Production of Visual Art	1	2	3	4	5	6	7	8	9	10
Creating Floral Arrangements	1	2	3	4	5	6	7	8	9	10
Color Coordinating	1	2	3	4	5	6	7	8	9	10
Appreciation of Architecture	1	2	3	4	5	6	7	8	9	10
Creating, Interpreting Diagrams	1	2	3	4	5	6	7	8	9	10
Solving Jigsaw Puzzles	1	2	3	4	5	6	7	8	9	10
Building Models	1	2	3	4	5	6	7	8	9	10
Maintaining Sense of Direction	1	2	3	4	5	6	7	8	9	10

# MI Facet Test 4

## Assess Your Musical/Rhythmic Skills



**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Recognizing Types of Music	1	2	3	4	5	6	7	8	9	10
Recognizing Notes	1	2	3	4	5	6	7	8	9	10
Recognizing Singers	1	2	3	4	5	6	7	8	9	10
Recognizing Composers	1	2	3	4	5	6	7	8	9	10

Composing Music	1	2	3	4	5	6	7	8	9	10
Writing Lyrics	1	2	3	4	5	6	7	8	9	10
Reading Music	1	2	3	4	5	6	7	8	9	10
Playing by Ear	1	2	3	4	5	6	7	8	9	10

Singing	1	2	3	4	5	6	7	8	9	10
Sense of Rhythm	1	2	3	4	5	6	7	8	9	10
Ability to Match Pitch	1	2	3	4	5	6	7	8	9	10
Sense of Timing	1	2	3	4	5	6	7	8	9	10

Playing an Instrument	1	2	3	4	5	6	7	8	9	10
Appreciation of Classical Music	1	2	3	4	5	6	7	8	9	10
Appreciation of Rock Music	1	2	3	4	5	6	7	8	9	10
Identifying Instruments by Sound	1	2	3	4	5	6	7	8	9	10

MI Facet Test 5

# Assess Your Bodily/Kinesthetic Skills

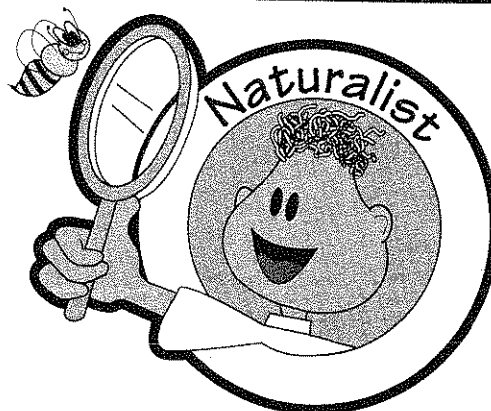


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**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Fine Motor Skills	1	2	3	4	5	6	7	8	9	10
Strength	1	2	3	4	5	6	7	8	9	10
Endurance	1	2	3	4	5	6	7	8	9	10
Coordination	1	2	3	4	5	6	7	8	9	10
Eye-Hand Coordination	1	2	3	4	5	6	7	8	9	10
Expressive Body Language, Gestures	1	2	3	4	5	6	7	8	9	10
Speed	1	2	3	4	5	6	7	8	9	10
Agility	1	2	3	4	5	6	7	8	9	10
Ability to Mimic Others	1	2	3	4	5	6	7	8	9	10
Dancing	1	2	3	4	5	6	7	8	9	10
Acting/Role-Playing	1	2	3	4	5	6	7	8	9	10
Physical Flexibility	1	2	3	4	5	6	7	8	9	10
Need for Exercise, Movement	1	2	3	4	5	6	7	8	9	10
Appreciation of Sports as Spectator	1	2	3	4	5	6	7	8	9	10
Enjoyment of Sports as Participant	1	2	3	4	5	6	7	8	9	10
Juggling	1	2	3	4	5	6	7	8	9	10

## MI Facet Test 6

# Assess Your Naturalist Skills



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**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Appreciation of Nature	1	2	3	4	5	6	7	8	9	10
Discriminating Fish, Ocean Life	1	2	3	4	5	6	7	8	9	10
Discriminating of Rocks	1	2	3	4	5	6	7	8	9	10
Discriminating Insects	1	2	3	4	5	6	7	8	9	10

Discriminating Plants, Trees, Flowers	1	2	3	4	5	6	7	8	9	10
Discriminating Birds, Animals, Reptiles	1	2	3	4	5	6	7	8	9	10
Knowledge of the Stars	1	2	3	4	5	6	7	8	9	10
Awareness of Stages of Moon	1	2	3	4	5	6	7	8	9	10

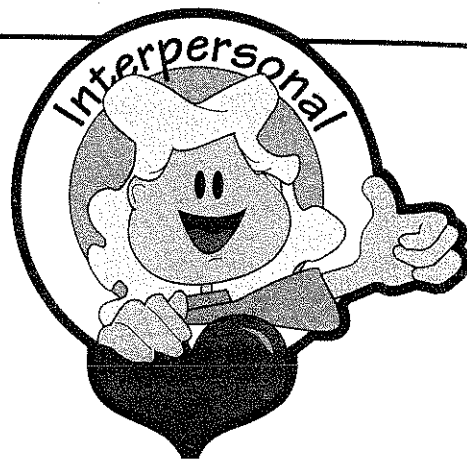
Love of Animals, Pets	1	2	3	4	5	6	7	8	9	10
Green Thumb	1	2	3	4	5	6	7	8	9	10
Interest in Environment	1	2	3	4	5	6	7	8	9	10
Observing Nature	1	2	3	4	5	6	7	8	9	10

Collecting Leaves or Insects	1	2	3	4	5	6	7	8	9	10
Sensitivity to Weather	1	2	3	4	5	6	7	8	9	10
Ability to Predict Weather	1	2	3	4	5	6	7	8	9	10
Attention to Detail	1	2	3	4	5	6	7	8	9	10



# MI Facet Test 7

## Assess Your Interpersonal Skills

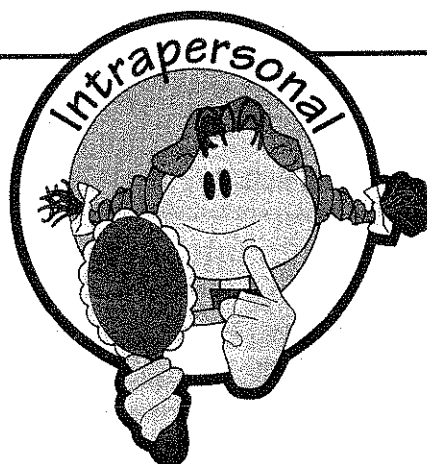


**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Resolving Conflicts, Mediating	1	2	3	4	5	6	7	8	9	10
Empathy	1	2	3	4	5	6	7	8	9	10
Tolerance, Patience with Others	1	2	3	4	5	6	7	8	9	10
Making & Keeping Friends	1	2	3	4	5	6	7	8	9	10
Enjoying Interacting with Others	1	2	3	4	5	6	7	8	9	10
Nonverbal Communication Skills	1	2	3	4	5	6	7	8	9	10
Good Team Player	1	2	3	4	5	6	7	8	9	10
Teaching Others	1	2	3	4	5	6	7	8	9	10
Leading Others	1	2	3	4	5	6	7	8	9	10
Motivating Others	1	2	3	4	5	6	7	8	9	10
Cooperating	1	2	3	4	5	6	7	8	9	10
Discerning Motives of Others	1	2	3	4	5	6	7	8	9	10
Charisma	1	2	3	4	5	6	7	8	9	10
Sympathy	1	2	3	4	5	6	7	8	9	10
Loving, Caring	1	2	3	4	5	6	7	8	9	10
Ability to Work with Diversity	1	2	3	4	5	6	7	8	9	10

## MI Facet Test 8

# Assess Your Intrapersonal Skills



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**Instructions:** Rate your skills by circling a number from 1 to 10.  
The higher number, the more highly you believe that skill is developed for you.

Introspection	1	2	3	4	5	6	7	8	9	10
Awareness of Own Feelings	1	2	3	4	5	6	7	8	9	10
Metacognition	1	2	3	4	5	6	7	8	9	10
Sense of Morality	1	2	3	4	5	6	7	8	9	10
Accurate Self-Perception	1	2	3	4	5	6	7	8	9	10
Enjoy, Seek Alone Time	1	2	3	4	5	6	7	8	9	10
Interpretation of Own Dreams	1	2	3	4	5	6	7	8	9	10
Transpersonal	1	2	3	4	5	6	7	8	9	10
Intuitive	1	2	3	4	5	6	7	8	9	10
Ability to Motivate Yourself	1	2	3	4	5	6	7	8	9	10
Goal Oriented	1	2	3	4	5	6	7	8	9	10
Spiritual Awareness	1	2	3	4	5	6	7	8	9	10
Ability to Control Emotions	1	2	3	4	5	6	7	8	9	10
Ability to Set Priorities	1	2	3	4	5	6	7	8	9	10
Independent	1	2	3	4	5	6	7	8	9	10
Analysis of Own Motivations	1	2	3	4	5	6	7	8	9	10

## Interpretation of the Facet Tests

We have now administered the Facet Tests to thousands of teachers. We always ask the same questions:

*There are three possible results: Within each test, either you came out generally high across the board on the facets of that intelligence, you came out low across the board, or you were all over the map. How did you score? Were you generally consistent, or inconsistent within each measure?*

Although a few teachers score consistently high or consistently low in the skills of an intelligence, far more teachers score all over the map! This finding has very profound implications. It means that whenever we call an individual high or low in an intelligence, we are making a mistake. We are overgeneralizing. No one is high or low in all of the diverse skills of any one of the eight intelligences. We each have our unique pattern of skills within each intelligence. There is a multiplicity of intelligences.

There really is no such thing as one visual/spatial intelligence. Rather there is a large collection of skills which we subsume in the broad category called visual/spatial intelligence. Just as one IQ score cannot represent a person's intelligence because intelligence is multifaceted, one score for visual/spatial intelligence cannot represent the broad collection of skills, visual and spatial, ranging from color combining, appreciation of architecture, navigational skills, expressive painting, and ability to understand what the world looks like to another person (visual perspective role taking). Someone who can paint very expressively

may or may not be strong in representational painting or computer graphics. Each individual has a multiplicity of intelligences; no one is strong in all of the facets within any of the broad multiple intelligences categories.

Because of the multiplicity of intelligences, differential curriculum and instruction based on the presumption that an individual is high or low on a particular given intelligence may work for some students but not others. It would depend on how well the facets emphasized in the program matched the facets needed by the student.

We are probably safe in assessing a very specific skill, say ability to carry out a specific operation of a long division algorithm. But we are probably wrong if we generalize from a specific skill to speak about a "logical/mathematical intelligence." We all know a student who is strong in the algorithm, but does not really un-

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derstand the concept. We know another student who understands well the concept, but gets balled up performing the algorithm. Who has stronger "logical/mathematical intelligence?" If we use colorful, descriptive adjectives, but make many grammatical errors, are we stronger or weaker in the verbal/linguistic intelligence than someone who is grammatically perfect, but uses trite adjectives? There are myriad facets to each intelligence, so ev-

every time we describe someone as high or low on an intelligence we are overgeneralizing.

It is an overgeneralization to say someone is intelligent or not based on an IQ test — there are many ways to be smart. Similarly, it is an overgeneralization to say someone is high on any one of the eight intelligences — there are many ways to be smart within each of the multiple intelligences.

One test or assessment instrument cannot measure all the facets of any one intelligence. There are far too many very specific skills within each broad intelligence. The multifaceted nature of the intelligences has profound implications for the development of curriculum and instruction. If we use MI theory's defined intelligences instead of specific skills as basis for assessing our students, and then create differential curriculum and instruction for students with different scores on the multiple intelligences, we will end up trying to place multifaceted pegs into square holes. Curriculum and instruction based on broad over-generalizations will not fit the needs of our students. Each of us is incredibly multifaceted and unique; broad categories are useful for some purposes, but not for creating differential curriculum and instruction to meet the needs of our students.

## References

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